



STANDARDS INTO PRACTICE

SCHOOL-BASED ROLES

Innovation Configuration maps for
Standards for Professional Learning

With support from
MetLife Foundation



Standards for Professional Learning

LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.



Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Learning communities convene regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.

ENGAGE IN CONTINUOUS IMPROVEMENT

Learning communities apply a cycle of continuous improvement to engage in inquiry, action research, data analysis, planning, implementation,

reflection, and evaluation. Characteristics of each application of the cycle of continuous improvement are:

- The use of data to determine student and educator learning needs;
- Identification of shared goals for student and educator learning;
- Professional learning to extend educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments;
- Selection and implementation of appropriate evidence-based strategies to achieve student and educator learning goals;
- Application of the learning with local support at the work site;
- Use of evidence to monitor and refine implementation; and
- Evaluation of results.



DEVELOP COLLECTIVE RESPONSIBILITY

Learning communities share collective responsibility for the learning of all students within the school or school system. Collective responsibility brings together the entire education community, including members of the education workforce — teachers, support staff, school system staff, and administrators — as well as families, policy makers, and other stakeholders, to increase effective teaching in every classroom. Within learning communities, peer accountability rather than formal or administrative accountability ignites commitment to professional learning. Every student benefits from the strengths and expertise of every educator when communities of educators learn together and are supported by local communities whose members value education for all students.

Collective participation advances the goals of a whole school or team as well as those of individuals. Communities of caring, analytic, reflective, and inquiring educators collaborate to learn what is necessary to increase student learning. Within learning communities, members exchange feedback about their practice with one another, visit each other's classrooms or work settings, and share resources. Learning community members strive to refine their collaboration, communication, and relationship skills to work within and across both internal and external systems to support student learning. They develop norms of collaboration and relational trust and employ processes and structures that unleash expertise and strengthen capacity

to analyze, plan, implement, support, and evaluate their practice.

While some professional learning occurs individually, particularly to address individual development goals, the more one educator's learning is shared and supported by others, the more quickly the culture of continuous improvement, collective



responsibility, and high expectations for students and educators grows. Collective responsibility and participation foster peer-to-peer support for learning and maintain a consistent focus on shared goals within and across communities. Technology facilitates and expands community interaction, learning, resource archiving and sharing, and knowledge construction and sharing. Some educators may meet with peers virtually in local or global communities to focus on individual, team, school, or school system improvement goals. Often supported through technology, cross-community

communication within schools, across schools, and among school systems reinforces shared goals, promotes knowledge construction and sharing, strengthens coherence, taps educators' expertise, and increases access to and use of resources.

Communities of learners may be various sizes, include members with similar or different roles or responsibilities, and meet frequently face-to-face, virtually, or through a combination. Educators may be members of multiple learning communities. Some communities may include members who share common students, areas of responsibility, roles, interests, or goals. Learning communities tap internal and external expertise and resources to strengthen practice and student learning. Because the education system reaches out to include students, their families, community members, the education workforce, and public officials who share responsibility for student achievement, some learning communities may include representatives of these groups.

CREATE ALIGNMENT AND ACCOUNTABILITY

Professional learning that occurs within learning communities provides an ongoing system of support for continuous improvement and implementation of school and systemwide initiatives. To avoid fragmentation among learning communities and to strengthen their contribution to school and system goals, public officials and school system leaders create policies that establish formal accountability for results along with the support needed to achieve results. To be effective, these policies and supports align with an explicit vision and goals for successful learning communities. Learning communities align their goals with those of the school and school system, engage in continuous professional learning, and hold all members collectively accountable for results.

The professional learning that occurs within learning communities both supports and is supported by policy and governance, curriculum and instruction, human resources, and other functions within a school system. Learning communities bridge the knowing-doing gap by transforming macro-level learning — knowledge and skill development — into micro-level learning — the practices and refinements necessary for full implementation in the classroom or workplace. When professional learning occurs within a system driven by high expectations, shared goals, professionalism, and peer accountability, the outcome is deep change for individuals and systems.

RELATED RESEARCH

- Bolam, R., McMahon, A., Stoll, L., Thomas, S., & Wallace, M. (with Greenwood, A., et al.). (2005, May). *Creating and sustaining effective professional learning communities* (Research Brief RB637).** Nottingham, United Kingdom: Department for Education and Skills.
- Hord, S.M. (Ed.). (2004). *Learning together, leading together: Changing schools through professional learning communities*.** New York: Teachers College Press & NSDC.
- Lieberman, A. & Miller, L. (Eds.) (2008). *Teachers in professional communities: Improving teaching and learning*.** New York: Teachers College Press.
- McLaughlin, M.W. & Talbert, J.E. (2001). *Professional communities and the work of high school teaching*.** Chicago: University of Chicago Press.
- Saunders, W.M., Goldenberg, C.N., & Gallimore, R. (2009, December).** Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. *American Educational Research Journal*, 46(4), 1006-1033.

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.



Data from multiple sources enrich decisions about professional learning that leads to increased results for every student. Multiple sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios, and self-reports. The use of multiple sources of data offers a balanced and more comprehensive analysis of student, educator, and system performance than any single type or source of data can. However, data alone do little to inform decision making and increase effectiveness.

Thorough analysis and ongoing use are essential for data to inform decisions about professional learning, as is support in the effective analysis and use of data.

ANALYZE STUDENT, EDUCATOR, AND SYSTEM DATA

Data about students, educators, and systems are useful in defining individual, team, school, and system goals for professional learning. Probing questions guide data analysis to understand where students are in relationship to the expected curriculum standards and to identify the focus for educator professional learning. Student data include formal and informal assessments, achievement data such as grades and annual, benchmark, end-of-course, and daily classroom work, and classroom assessments. Other forms of data, such as those that cover demographics, engagement, attendance, student perceptions, behavior and discipline, participation in extracurricular programs, and post-graduation education, are useful in understanding student learning needs, particularly if they are analyzed by student characteristics.

Knowing student learning needs guides decisions about educator professional learning, yet student data alone are insufficient. A comprehensive understanding of educator learning needs is essential to planning meaningful professional learning. Sample data to consider for identifying goals for educator learning include preparation information, performance on various assessments, educator perceptions, classroom or work performance, student results, and individual professional learning goals.

Changes at the student and educator levels are best sustained when school and system-level learning occur simultaneously. School and system administrators also engage in data collection and analysis to determine changes in policy, procedures, fiscal resources, human resources, time, or technology, for example, needed to support school- and team-based learning. Administrators might analyze data about inputs, such as fiscal, personnel, and time allocation; outputs, such as frequency of participation, level of engagement, and type of communication; and outcomes, such as changes in educator practice and student achievement.

ASSESS PROGRESS

Data also are useful to monitor and assess progress against established benchmarks. At the classroom level, teachers use student data to assess the effectiveness of the application of their new learning. When teachers, for example, design assessments and scoring guides and engage in collaborative analysis of student work, they gain crucial

information about the effect of their learning on students. Evidence of ongoing increases in student learning is a powerful motivator for teachers during the inevitable setbacks that accompany complex change efforts.

At the school level, leadership teams use data to monitor implementation of professional learning and its effects on educator practice and student learning. Engaging teams of teacher leaders and



administrators in analyzing and interpreting data, for example, provides them a more holistic view of the complexity of school improvement and fosters collective responsibility and accountability for student results.

Frequent collection and use of data about inputs, outputs, and outcomes of professional learning reinforce the cycle of continuous improvement by allowing for ongoing adjustments in the learning process to increase results for students,

educators, and systems. Ongoing data collection, analysis, and use, especially when done in teams, provide stakeholders with information that sustains momentum and informs continuous improvement.

EVALUATE PROFESSIONAL LEARNING

Those responsible for professional learning implement and maintain standards for professional learning and use the standards to monitor, assess, and evaluate it. Well-designed evaluation of professional learning provides information needed to increase its quality and effectiveness. Evaluation of professional learning also provides useful information for those who advocate for professional learning; those responsible for engaging in, planning, facilitating, or supporting professional learning; and those who want to know about the contribution of professional learning to student achievement.

Internal and external evaluators conduct evaluations of professional learning. Some professional learning, such as programs funded through grants or other special funding, requires formal, external evaluations. Whether or not an external evaluation is required, all professional learning should be evaluated on an ongoing basis for its effectiveness and results. For example, a school system might engage in a rigorous evaluation of its mentoring and induction program every three years and collect other output data annually for formative assessment.

Questions that guide the evaluation of professional learning address its worth, merit, and effects. Evaluation questions are designed based on the goals of professional learning and the various audiences interested in the evaluation. For example, federal policy makers might want to know if the investment in professional learning contributed to changes in student achievement. School system leaders may want to know if increasing time for

teacher collaboration and adding coaches result in changes in teacher practice and student learning. Teachers might want to know if the implementation of new instructional practices increased their effectiveness with certain types of students. Evaluators design a process to answer the evaluation questions, gather quantitative and qualitative data from various sources, analyze and interpret the data, form conclusions, and recommend future actions.

Evaluation of professional learning includes examination of data related to inputs, outputs, and outcomes. Evaluation of professional learning follows a rigorous process, international standards for evaluation, and a code of ethics for evaluators.

RELATED RESEARCH

Datnow, A. (1999, April). *How schools choose externally developed reform designs* (Report No. 35). Baltimore: Center for Research on the Education of Students Placed At Risk.

Desimone, L., Porter, A., Garet, M., Yoon, K.S., & Birman, B. (2002, Summer). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24(2), 81-112.

Griffith, P.L., Kimmel, S.J., & Biscoe, B. (2010, Winter). Teacher professional development for at-risk preschoolers: Closing the achievement gap by closing the instruction gap. *Action in Teacher Education*, 31(4), 41-53.

Reeves, D.B. (2010). *Transforming professional development into student results*. Alexandria, VA: ASCD.

Torgesen, J., Meadows, J.G., & Howard, P. (n.d.). *Using student outcome data to help guide professional development and teacher support: Issues for Reading First and K-12 reading plans*. Tallahassee, FL: Florida Center for Reading Research.



TEACHER

- **LEARNING COMMUNITIES**
- **LEADERSHIP**
- **RESOURCES**
- **DATA**
- **LEARNING DESIGNS**
- **IMPLEMENTATION**
- **OUTCOMES**

1.1 Engage in continuous improvement					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.1.1: Develops capacity to apply the seven-step cycle of continuous improvement.*					
<ul style="list-style-type: none"> Develops knowledge and skills about the seven steps of the cycle of continuous improvement. 	<ul style="list-style-type: none"> Develops understanding of six of the seven steps of the cycle of continuous improvement. 	<ul style="list-style-type: none"> Develops understanding of five of the seven steps of the cycle of continuous improvement. 	<ul style="list-style-type: none"> Develops understanding of four or fewer steps of the seven steps of the cycle of continuous improvement. 	<ul style="list-style-type: none"> Fails to develop knowledge and skills about the cycle of continuous improvement. 	<ul style="list-style-type: none"> Fails to develop knowledge and skills about the cycle of continuous improvement.
Desired outcome 1.1.2: Applies the cycle of continuous improvement with fidelity in professional learning.					
<ul style="list-style-type: none"> Employs the seven-step cycle of continuous improvement in individual, team, and schoolwide professional learning. Maintains commitment to employ the cycle of continuous improvement in individual and team learning. Supports colleagues in employing the cycle in individual and team learning. 	<ul style="list-style-type: none"> Employs six steps of the seven-step cycle of continuous improvement in individual, team, and schoolwide professional learning. 	<ul style="list-style-type: none"> Employs five steps of the seven-step cycle of continuous improvement in individual and team professional learning. 	<ul style="list-style-type: none"> Employs four or fewer steps of the seven-step cycle of continuous improvement in individual and team professional learning. 	<ul style="list-style-type: none"> Employs four or fewer steps of the seven-step cycle of continuous improvement in individual and team professional learning. 	<ul style="list-style-type: none"> Employs four or fewer steps of the seven-step cycle of continuous improvement in individual professional learning.

1.2 Develop collective responsibility					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.2.1: Advances collective responsibility.					
<ul style="list-style-type: none"> • Contributes, with colleagues, to the development of shared assumptions about and a shared definition of collective responsibility. • Shares evidence of collective responsibility. • Challenges, with principal and colleagues, practices and assumptions that create barriers to collective responsibility. • Takes action, with principal and colleagues, to overcome barriers to collective responsibility. 	<ul style="list-style-type: none"> • Contributes to the development of shared assumptions about and a shared definition of collective responsibility. • Contributes to efforts to identify and overcome barriers to collective responsibility. 	<ul style="list-style-type: none"> • Contributes to shared assumptions about and a definition of collective responsibility. 	<ul style="list-style-type: none"> • States personal assumptions about and a definition of collective responsibility. 	<ul style="list-style-type: none"> • Fails to address collective responsibility. 	
Desired outcome 1.2.2: Engages with colleagues to meet the needs of all students.					
<ul style="list-style-type: none"> • Engages with colleagues in conversations about the impact of individual and collective professional learning on student achievement. • Engages in individual, team, and schoolwide professional learning to address the learning needs of all students. 	<ul style="list-style-type: none"> • Engages with colleagues in conversations about the impact of individual and collective professional learning on student achievement. 	<ul style="list-style-type: none"> • Studies data with colleagues about the needs of students outside their individual classrooms. 	<ul style="list-style-type: none"> • Invites colleagues to participate in professional learning to address the needs of students outside their individual classrooms. • Engages with colleagues in individual professional learning to address the learning needs of all students. 	<ul style="list-style-type: none"> • Focuses attention only on learning needs of students in individual classrooms. 	

1.2 Develop collective responsibility					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.2.3: Models collective responsibility by participating in learning communities.					
<ul style="list-style-type: none"> Participates routinely in one or more ongoing learning communities within and beyond the school. Shares with colleagues own learning as a member of learning communities. 	<ul style="list-style-type: none"> Participates routinely in one or more school-based learning communities. Shares with colleagues own learning as a member of learning communities. 	<ul style="list-style-type: none"> Participates routinely in one school-based learning community. 	<ul style="list-style-type: none"> Participates occasionally in a school-based learning community. 	<ul style="list-style-type: none"> Fails to participate in a learning community. 	
1.3 Create alignment and accountability					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.3.1: Aligns professional learning with school goals.					
<ul style="list-style-type: none"> Engages in discussion with colleagues to develop understanding of school and system goals and strategies to align individual, team, and school goals and plans for professional learning. Aligns individual and team professional learning goals with school goals. 	<ul style="list-style-type: none"> Engages in discussion with colleagues to develop understanding of school and system goals and strategies to align individual, team, and school goals and plans for professional learning. 	<ul style="list-style-type: none"> Establishes individual professional learning goals and strategies that align with school goals and strategies. 	<ul style="list-style-type: none"> Adopts school professional learning goals as own goals. 	<ul style="list-style-type: none"> Contributes to development of school professional learning goals and strategies without consideration of system goals and strategies. 	<ul style="list-style-type: none"> Fails to align individual professional learning goals with school goals.

4.1 Analyze student, educator, and system data					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 4.1.1: Develops capacity to analyze and interpret data.</p>					
<ul style="list-style-type: none"> Develops, with colleagues, knowledge and skills to access, organize, and display data. Develops, with colleagues, knowledge and skills to analyze and interpret data from multiple sources (e.g., norm-referenced tests, student work samples, student portfolios, and school system-designed tests) to make team, grade-level, department, and individual decisions about professional learning. 	<ul style="list-style-type: none"> Develops knowledge and skills to access, organize, and display data. Develops knowledge and skills to analyze and interpret data from multiple sources (e.g., norm-referenced tests, student work samples, student portfolios, and school system-designed tests) to make team, grade-level, department, and individual decisions about professional learning. 	<ul style="list-style-type: none"> Develops knowledge and skills to access, organize, and display data. Develops knowledge and skills to analyze and interpret data from multiple sources (e.g., norm-referenced tests, student work samples, student portfolios, and school system-designed tests) to make team, grade-level, department, and individual decisions about professional learning. 	<ul style="list-style-type: none"> Develops knowledge and skills to access, organize, and display data. Develops knowledge and skills to analyze and interpret data from multiple sources (e.g., norm-referenced tests, student work samples, student portfolios, and school system-designed tests) to make team, grade-level, department, and individual decisions about professional learning. 	<ul style="list-style-type: none"> Develops knowledge and skills to access, organize, and display data to make individual professional learning decisions about professional learning. 	<ul style="list-style-type: none"> Fails to develop knowledge and skills to analyze and interpret data.

4.1 Analyze student, educator, and system data					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 4.1.2: Analyzes and interprets multiple sources of student data to determine professional learning needs.</p>					
<ul style="list-style-type: none"> Analyzes, with colleagues, qualitative and quantitative student data from four or more sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative student data from four or more sources to decipher trends, patterns, outliers, and root causes within the data. Supports colleagues to independently identify findings, trends, patterns, outliers, and root causes from four or more sources of student data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative student data from 3 sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative student data from three sources to decipher trends, patterns, outliers, and root causes within the data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative student data from two sources to make predictions, observations, and inferences about the data. 	<ul style="list-style-type: none"> Accepts one source of student data. Analyzes one source of student data. 	<ul style="list-style-type: none"> Accepts results of student data analysis from principal, coach, SLT, or others. 	<ul style="list-style-type: none"> Fails to analyze student data to determine professional learning needs.

4.1 Analyze student, educator, and system data					
	Level 1	Level 2	Level 3	Level 4	Level 5
Desired outcome 4.1.3: Analyzes and interprets educator data to determine professional learning needs.					
	<ul style="list-style-type: none"> Analyzes, with colleagues, qualitative and quantitative educator data from four or more sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative educator data from four or more sources to decipher trends, patterns, outliers, and root causes within the data. Supports colleagues to independently identify findings, trends, patterns, outliers, and root causes from four or more sources of educator data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative educator data from three sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative educator data from three sources to decipher trends, patterns, outliers, and root causes within the data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative educator data from two sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative educator data from two sources to decipher trends, patterns, outliers, and root causes within the data. 	<ul style="list-style-type: none"> Accepts one source of educator data analysis from principal, coach, SLT, or others. 	<ul style="list-style-type: none"> Fails to engage in analyzing educator data.

4.1 Analyze student, educator, and system data					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.1.4: Analyzes and interprets school data to determine professional learning needs.					
<ul style="list-style-type: none"> Analyzes, with colleagues, qualitative and quantitative school data from four or more sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative school data from four or more sources to decipher trends, patterns, outliers, and root causes within the data. Supports colleagues to independently identify findings, trends, patterns, outliers, and root causes from four or more sources of school data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative school data from three sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative school data from three sources to decipher trends, patterns, outliers, and root causes within the data. 	<ul style="list-style-type: none"> Analyzes, with staff and SLT, qualitative and quantitative school data from two sources to make predictions, observations, and inferences about the data. Interprets, with staff and SLT, qualitative and quantitative school data from two sources to decipher trends, patterns, outliers, and root causes within the data. 	<ul style="list-style-type: none"> Analyzes one source of school data. 	<ul style="list-style-type: none"> Accepts results of school data analysis from principal, coach, SLT, or others. 	<ul style="list-style-type: none"> Fails to engage in analyzing school data.
Desired outcome 4.1.5: Uses analyzed data to determine professional learning needs.					
<ul style="list-style-type: none"> Uses, with colleagues, analyzed data to identify needs for individual and team professional learning. 	<ul style="list-style-type: none"> Uses, with colleagues, analyzed data to identify needs for individual or team professional learning. 	<ul style="list-style-type: none"> Uses analyzed data to identify needs for individual or team professional learning. 	<ul style="list-style-type: none"> Identifies needs for individual and team professional learning. 	<ul style="list-style-type: none"> Fails to use student, educator, or school data to identify needs for individual and team professional learning. 	<ul style="list-style-type: none"> Identifies needs for individual and team professional learning.

4.2 Assess progress					
	Level 1	Level 2	Level 3	Level 4	Level 5
	Desired outcome 4.2.1: Determines formative data to assess progress toward professional learning benchmarks and goals.				
	<ul style="list-style-type: none"> • Establishes, with principal and colleagues, benchmarks to assess progress toward individual, team, and schoolwide professional learning goals. • Establishes monthly, with principal and colleagues, qualitative and quantitative formative data to assess progress toward individual, team, and schoolwide professional learning benchmarks and goals. 				
	<ul style="list-style-type: none"> • Establishes, with principal and colleagues, benchmarks to assess progress toward individual and team professional learning goals. 	<ul style="list-style-type: none"> • Establishes, with principal and colleagues to assess progress toward individual and team professional learning goals. 	<ul style="list-style-type: none"> • Establishes quarterly, with principal and colleagues, qualitative and quantitative formative data to assess progress toward individual and team professional learning benchmarks and goals. 	<ul style="list-style-type: none"> • Establishes, with principal and colleagues, qualitative and quantitative data to assess progress toward individual or team professional learning benchmarks and goals. 	<ul style="list-style-type: none"> • Fails to identify data to assess progress toward individual or team professional learning benchmarks and goals.

4.2 Assess progress					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.2.2: Collects, analyzes, and uses data to continuously assess progress toward professional learning benchmarks and goals.					
<ul style="list-style-type: none"> • Uses, with colleagues, analyzed data to identify enhancers of and barriers to progress. • Engages with colleagues in problem solving to address identified barriers to achieving professional learning benchmarks and goals. • Makes, with colleagues, data-based, in-process adjustments in individual and team professional learning (i.e., learning designs, coaching activities, and timeframes). • Celebrates with colleagues progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> • Uses, with colleagues, analyzed data to identify enhancers of and barriers to progress. • Engages with colleagues in problem solving to address identified barriers to achieving professional learning benchmarks and goals. • Makes, with colleagues, data-based, in-process adjustments in individual and team professional learning (i.e., learning designs, coaching activities, and timeframes). • Celebrates with colleagues progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> • Uses analyzed data to identify enhancers of and barriers to progress. • Solves problems that create barriers to achieving professional learning benchmarks and goals. • Makes data-based, in-process adjustments in individual professional learning (i.e., learning designs, coaching activities, and timeframes). 	<ul style="list-style-type: none"> • Uses analyzed data to identify enhancers of and barriers to progress. • Fails to use data to assess progress toward professional learning benchmarks and goals. 		
Desired outcome 4.2.3: Uses analysis of progress to make adjustments in professional learning.					
<ul style="list-style-type: none"> • Uses analyzed data related to student learning and changes in classroom practice to adjust and refine schoolwide, team, and individual professional learning. 	<ul style="list-style-type: none"> • Uses analyzed data related to student learning and changes in classroom practice to adjust and refine schoolwide and team professional learning. 	<ul style="list-style-type: none"> • Uses analyzed data related to student learning and changes in classroom practice to adjust and refine schoolwide professional learning. 	<ul style="list-style-type: none"> • Disregards any data to adjust or refine professional learning. 	<ul style="list-style-type: none"> • Disregards any data related to student learning and changes in classroom practice to adjust and refine schoolwide professional learning. 	<ul style="list-style-type: none"> • Fails to use analysis of progress to adjust and refine professional learning.

4.3 Evaluate professional learning					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.3.1: Contributes to the development of an evaluation plan for professional learning.					
<ul style="list-style-type: none"> Contributes to the development of a theory of change, logic model, and evaluation framework to evaluate schoolwide and team professional learning. 	<ul style="list-style-type: none"> Contributes to the development of a theory of change and evaluation framework to evaluate team professional learning. 	<ul style="list-style-type: none"> Contributes to the development of an evaluation framework to evaluate team professional learning. 	<ul style="list-style-type: none"> Contributes to the identification of data sources and data collection methods to evaluate individual professional learning. 	<ul style="list-style-type: none"> Identifies data collection methods to evaluate individual and team professional learning. 	<ul style="list-style-type: none"> Fails to contribute to the evaluation of professional learning.
Desired outcome 4.3.2: Uses a variety of formative and summative data to evaluate the effectiveness and results of professional learning.					
<ul style="list-style-type: none"> Collects, with colleagues, student data (e.g., test scores, benchmark results, student surveys, interviews, etc.) and classroom observations to measure changes in student learning and behaviors associated with professional learning. 	<ul style="list-style-type: none"> Collects, with colleagues, student data (e.g., test scores, benchmark results, student surveys, interviews, etc.) and classroom observations to determine changes in student learning associated with professional learning. 	<ul style="list-style-type: none"> Collects, with colleagues, student data (e.g., test scores, benchmark results, student surveys, interviews, etc.) and classroom observations to determine changes in student learning associated with professional learning. 	<ul style="list-style-type: none"> Collects, with colleagues, student data (e.g., test scores, benchmark results, student surveys, interviews, etc.) and classroom observations to determine changes in student learning associated with professional learning. 	<ul style="list-style-type: none"> Collects, with colleagues, data about changes in teacher knowledge, skills, and dispositions associated with professional learning. 	<ul style="list-style-type: none"> Collects, with colleagues, data about changes in teacher knowledge, skills, and dispositions associated with professional learning.
<ul style="list-style-type: none"> Collects, with colleagues, data about changes in teacher knowledge, skills, and dispositions associated with professional learning. 	<ul style="list-style-type: none"> Collects, with colleagues, educator data (e.g., staff surveys, interviews, self-reports, and observations) to assess changes in classroom practices associated with professional learning. 	<ul style="list-style-type: none"> Collects, with colleagues, educator data (e.g., staff surveys, interviews, self-reports, and observations) to identify changes in classroom practices associate with professional learning. 	<ul style="list-style-type: none"> Collects, with colleagues, data to assess changes in school culture and organizational structures, policies, and processes associated with professional learning. 		

4.3 Evaluate professional learning					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 4.3.3: Uses data to evaluate the effectiveness of professional learning designs, content, and duration.</p>					
<ul style="list-style-type: none"> Identifies, with colleagues, data to evaluate the effectiveness of learning designs to develop knowledge, skills, dispositions, and practices. Engages in individual and team reflection about attainment of professional learning goals. Analyzes and interprets, with colleagues, data about collaboration, learning, and results. Forms conclusions, with colleagues, about the design, content, and duration of professional learning. 	<ul style="list-style-type: none"> Identifies, with colleagues, data to evaluate the effectiveness of learning designs to develop knowledge, skills, dispositions, and practices. Analyzes and interprets, with colleagues, data about collaboration, learning, and results. Forms conclusions, with colleagues, about the design, content, and duration of professional learning. 	<ul style="list-style-type: none"> Identifies, with colleagues, data to evaluate the effectiveness of learning designs to develop knowledge, skills, and practices. Analyzes and interprets data about collaboration, learning, and results. Forms conclusions about the design, content, and duration of professional learning. 	<ul style="list-style-type: none"> Identifies data to evaluate the effectiveness of individual professional learning designs, content, and duration. 	<ul style="list-style-type: none"> Identifies data to evaluate the effectiveness of individual professional learning designs, content, and duration. 	<ul style="list-style-type: none"> Fails to evaluate the effectiveness of individual and team professional learning designs, content, and duration.